

University of Groningen

It makes you think, or does it?

Steur, Jessica Maria

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version

Publisher's PDF, also known as Version of record

Publication date:

2016

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Steur, J. M. (2016). *It makes you think, or does it? Exploring gradueness in university education*. [Thesis fully internal (DIV), University of Groningen]. Rijksuniversiteit Groningen.

Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

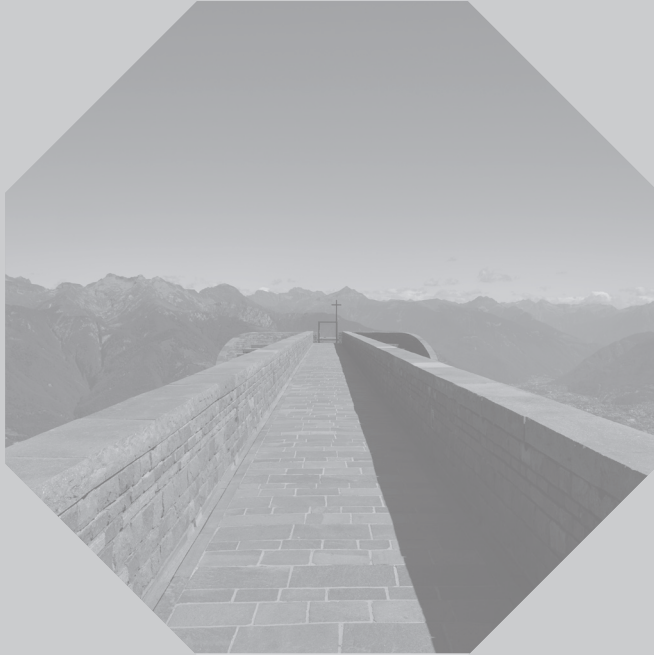
The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: <https://www.rug.nl/library/open-access/self-archiving-pure/taverne-amendment>.

Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.

8 References



- Adriaansen, H. (2014). Opkomst 'liberal arts colleges' is pas het begin. [The raise of liberal arts colleges is only the beginning.] *De Volkskrant*, August 22nd 2014
- Ahier, J., Beck, J. & Moore, R. (2003). *Graduate citizens? Issues of citizenship and higher education*. New York: Routledge Falmer.
- Artino, A.R. (2005) *Review of the motivated strategies for learning questionnaire*. Retrieved from: <http://www.eric.ed.gov> [ED499083] accessed at February 8th 2009.
- Australian Qualifications Framework Council. (2013). *Australian Qualifications Framework* [2nd edition January 2013]. South Australia: Australian Qualifications Framework Council.
- Baehr, J. (2013). Educating for intellectual virtues: From theory to practice. *Journal of Philosophy of Education*, 47(2), 248-262.
- Barnett, R. (2003). *Beyond all reason. Living with ideology in the university*. Buckingham: The Society for Research into Higher Education & Open University Press.
- Barnett, R. (2009). Knowing and becoming in the higher education curriculum. *Studies in Higher Education*, 34(4), 429-440.
- Barrie, S.C. (2004). A research-based approach to generic graduate attributes policy. *Higher Education Research and Development*, 23(3), 261 – 275.
- Barrie, S.C. (2005). Rethinking generic graduate attributes. *HERDSA News*, 27(1), 1-6.
- Barrie, S.C. (2006). Understanding what we mean by the generic attributes of graduates. *Higher Education*, 51, 215-241.
- Barrow, R. (2010). Schools of thought in philosophy of education. In: Bailey, R., Barrow, R., Carr, D. & McCarthy, C. *The SAGE Handbook of Philosophy of Education*. (p. 21-35). London: SAGE Publications Ltd.
- Bennett, N., Dunne, E. and Carré, C. (1999). Patterns of core and generic skills provision in higher education. *Higher Education*, 37, 71-93.
- Benton, S.L., Duchon, D. & Pallet, W.H. (2013). Validity of student self-reported ratings of learning. *Assessment & Evaluation in Higher Education*, 38, 377-388.
- Bieschke, K.J. (1993). Research self-efficacy beliefs and research outcome expectations: Implications for developing scientifically minded psychologists. *Journal of Career Development*, 14(1), 77-91.
- Biesta, G. (2003). How general can Bildung be? Reflections on the future of a modern educational ideal. In: Lovlie, L., Mortensen, K.P. & Nordenbo, S.E. (Eds.) *Educating Humanity: Bildung in Postmodernity*. Cornwall: Blackwell Publishing, Ltd.
- Biesta, G. (2014). Cultivating humanity or educating the human? Two options for education in the knowledge age. *Asian Pacific Education Research*, 15, 13-19.
- Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher Education Research & Development*, 18(1), 57-75.
- Blalock, C.L., Lichtenstein, M.J., Owen, S., Pruski, L., Marshall, C. & Toepperwein, M. (2008). In pursuit of validity: A comprehensive review of science attitude instruments 1935-2005. *International Journal of Science Education*, 30 (7), 961-977.
- Boekaerts, M. & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. *Applied Psychology*, 54 (2), 199-231.
- Booth, A., McLean, M. and Walker, M. (2009). Self, others and society: A case study of university integrative learning. *Studies in Higher Education*, 34(8), 929 – 939.
- Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. New York: John Wiley.
- Boyles, D.R. (2006). Dewey's epistemology: An argument for warranted assertions, knowing and meaningful classroom practice. *Educational Theory*, 56, 57-68.
- Bridges, D. 1993. Transferable skills: A philosophical perspective. *Studies in Higher Education*, 18(1), 43-51.
- Bringle, R.G., Philips, M.A. and Hudson, M. (2004). *The measure of service learning:*

- Research scales to assess student experiences*. Washington, DC, US: American Psychological Association.
- Button, S.B., J.E. Mathieu, and D.M. Zajac. 1996. Goal orientation in organizational research: A conceptual and empirical foundation. *Organizational Behavior and Human Decision Processes*, 67(1), 26-48.
- Byrne, M.S. and Johnstone, A.H. (1987). Critical thinking and science education. *Studies in Higher Education*, 12(3), 325-339.
- Carr, D. (2003). *Making Sense of Education. An introduction to the philosophy and theory of education and teaching*. Abingdon: Routledge.
- Clancy, J. & Ballard, B. (1995). Generic skills in the context of higher education. *Higher Education Research and Development*, 14(2), 155-166.
- Clark, W. (2006). *Academic Charisma and the Origins of the Research University*. Chicago: The University of Chicago Press, Ltd.
- Coetzee, M. (2014). Measuring student gradueness: Reliability and construct validity of the graduate skills and attributes scale. *Higher Education Research and Development*, 33(5) 887-902.
- Collini, S. (2012). *What are universities for?* London [etc.]: Penguin Books.
- Commission of the European Communities (2002). *European Report on Quality Indicators of Lifelong Learning*. Brussels: CEC.
- Corson, D. (2000). The eclipse of liberal education in the twenty-first century? *Educational Review*, 52(2), 111-123.
- Davies, I. & Hogarth, S. (2002). Evaluating educational studies. *Evaluation & Research in Education*, 16(2), 82-94.
- Deakin Crick, R., Broadfoot, P. & Claxton, G. (2004). Developing an effective lifelong learning inventory: The ELLI project. *Assessment in Education*, 11 (3), 247-272.
- Dearing, R. (1997). *Higher education in the learning society*. Leeds, UK: Committee of Inquiry into Higher Education.
- Duda, J.L. (1992). Motivation in sport settings: A goal perspective approach. In: Roberts, G.C. (Ed.) *Motivation in sport and exercise*. (p. 57-91). Champaign, ILL: Human Kinetic Books.
- Entwistle, N., McCune, V. & Tait, H. (1997). *Approaches and Study Skills Inventory for Students. Report of the development and use of the inventories*. University of Edinburgh.
- Fischer, K.W. (1980) A theory of cognitive development: The control and construction of hierarchies of skills. *Psychological Review*, 87, 477-531.
- Floyd, C.B. (2011). Critical thinking in a second language. *Higher Education Research and Development*, 30(3), 289-302.
- Forester, M., Kahn, J.H. & Hesson-McInnis, M.S. (2004). Factor structures of three measures of research self-efficacy. *Journal of Career Assessment*, 12(1), 3-16.
- Fry, H.L. (2005). *The application of virtue ethics to the practice of counselling Psychology*. Doctoral Dissertation at Ohio State University.
- Fuller, S. (1999). Making the university fit for critical intellectuals: recovering from the ravages of the postmodern condition. *British Educational Research Journal*, 25, 583-595.
- Gardner, P.L. (1995). Measuring attitudes to science: Unidimensionality and internal consistency revisited. *Research in Science Education*, 25(3), 283-289.
- Gibbs, J.C., Arnold, K.D., Morgan, R.L., Schwartz, E.S., Gavaghan, M.P. & Tappan, M.B.. (1984). Construction and validation of a multiple-choice measure of moral reasoning. *Child Development*, 55(2), 527-536.
- Gibbs, J.C., Basinger, K.S., Grime, R.L. & Snarey, J.R. (2007). Moral judgment development across cultures: Revisiting Kohlberg's universality claims. *Developmental Review*, 27(2), 443-500.

- Gibbs, J.C., Widaman, K.F. & Colby, A. (1982). Construction and validation of a simplified, group-administerable equivalent to the moral judgment interview. *Child Development*, 53 (4), 895-910.
- Gilbert, R. Balatti, J. Turner, P. & Whitehouse, H. (2004). The generic skills debate in research higher degrees. *Higher Education Research & Development*, 23(3), 375-388.
- Glover, D. Law, S. & Youngman, A. (2002). Graduateness and employability: Student perceptions of the personal outcomes of university education. *Research in Post-compulsory Education*, 7(3), 293-306.
- Gonzalez, J. & Wagenaar, R. (eds.) (2003). *Tuning educational structures in Europe: Final report phase one*. Bilbao: Universidad de Deusto.
- Gottlieb, M.C., Handelsman, M.M., & Knapp, S.J. (2008). Some principles for ethics education. Implementing the acculturation model. *Training and Education in Professional Psychology*, 2, 123-128.
- Green, W. Hammer, S. & Star, C. (2009). Facing up the challenge: Why is it so hard to develop graduate attributes. *Higher Education Research and Development*, 28(1), 17-29.
- Grendler, P.F. (2004). The universities of the renaissance and reformation. *Renaissance Quarterly*, 57(1), 1-42.
- Habermas, J. (1987). The Idea of the University – Learning Processess. *New German Critique*, 41, 3-22.
- Harpe, B. de la & David, C. (2012). Major influences on the teaching and assessment of graduate attributes. *Higher Education Research and Development*, 31, 493-510.
- Harvey, L. (2006). Understanding quality. In Purser, L. (Ed.) *EUA Bologna Handbook: Making Bologna Work*. Brussels: European University Association.
- Hersh, R.H. & Geary Schneider, C. (2005). Fostering personal & social responsibility on college & university campuses. *Liberal Education*, 91(3), 6-13.
- Hirst, P.H. (1975). Liberal education and the nature of knowledge. In: Dearden, R.F., Hirst, P.H. & Peters, R.S. (eds.) *Education and Reason*. (p. 1-24). London: Routledge & Kegan Paul Ltd.
- Holmes, L. (2013). Realist and relational perspectives on graduate identity and employability: A response to Hinchliff and Jolly. *British Educational Research Journal*, 39(6), 1044-1059.
- Hout, H. van (2007). *De Bachelor-Masterstructuur op de schop: Recht doen aan de veranderde functie van het hoger onderwijs* [The Bachelor's-Master's structure reformed: acknowledge the altered function of higher education]. Amsterdam: University of Amsterdam.
- Hughes, C. & Barrie, S. (2010). Influences on the assessment of graduate attributes in higher education. *Assessment and Evaluation in Higher Education*, 35(3), 325-334.
- Humboldt, W. von. (1809-10). *University reform in Germany*. Trans. Kloss. 1968. Minerva, 8, 242-267.
- Humboldt, W. von. (2000). Theory of Bildung. In: Westbury, I, Hopmann, S. & Riquarts, K. (eds.). *Teaching as a Reflective Practice: The German Didaktik Tradition*. (p. 57-61). Mahaw (New Jersey): Lawrence Erlbaum Associates, Inc., Publishers.
- Jansen, J. (2015). Wat willen de UvA-bezitters? [What do the occupiers of the University of Amsterdam want?]. *ANP*, February 16th 2015.
- Jansen, P.J. (2009). *Studenten leren niet, zij studeren: Over transformaties als psychologische kern van hoger onderwijs* [Students do not learn, they study: About transformations as psychological heart of higher education]. Antwerpen: Garant.
- Johnson, S. (1998). Skills, Socrates and the Sophists: Learning from history. *British Journal of Educational Studies*, 46(2), 201-213.

- Jones, A. (2009). Redisciplining generic attributes: The disciplinary context in focus. *Studies in Higher Education*, 34(1), 85-100.
- Jones, A. (2013). There is nothing generic about graduate attributes: Unpacking the scope of context. *Journal of Further and Higher Education*, 37, 591-605.
- Jong, R. de. (2015). Universiteit moet voor studenten zijn. [University must be for students]. *AD/Utrechts Nieuwsblad*. March 21st 2015.
- Jöreskog, K.G. & Sörbom, D. (1985). *Lisrel VI: Analysis of linear structural relationships by the method of maximum likelihood – User's guide*. Uppsala: University of Uppsala.
- Kearns, P. (2001). Generic Skills for the New Economy. *Review of Research*. Adelaide: NCVER.
- Kember, D., Leung, D., Jones, A., Loke, A., McKay, J., Sinclair, K., *et al.* (2000). Development of a questionnaire to measure the level of reflective thinking. *Assessment and Evaluation in Higher Education*, 25, 381-395.
- King, P.M. & Kitchener, K.S. (2004). Reflective judgment: theory and research on the development of epistemic assumptions through adulthood. *Educational Psychologist*, 39 (1), 5-18.
- Kitchener, K.S. & P.M. King, K.S. (1981). Reflective judgment: Concepts of justification and their relationship to age and education. *Journal of Applied Developmental Psychology*, 2(2), 89-116.
- Kline, R.B. (1998). *Principles and practices of structural equation modeling*. New York: Guilford.
- Kohlberg, L. & Hersh, R.H. (1977). Moral development: A review of the theory. *Theory into Practice*, 16, 53-59.
- Kohlberg, L. (1973). The claim of moral adequacy of a highest stage of moral judgment. *Journal of Philosophy*, 70, 630-646.
- Kreber, C. (2015). Rationalising the nature of 'graduateness' through philosophical accounts of authenticity. *Teaching in Higher Education*, 19(1), 90-100.
- Krol, R. van de. (2015). De student moet diverser kunnen samenwerken. [The student must collaborate in more diversity]. *Het Financieel Dagblad*, February 28th 2015.
- Kruger, J., & D. Dunning. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessment. *Journal of Personality and Social Psychology*, 77, 1121-1134.
- Landis, J.R., & G.G. Koch. (1977). The measurement of observer agreement for categorical data. *Biometrics*, 33(1), 159-174.
- Lea, D.R. (2011). The managerial university and the decline of modern thought. *Educational Philosophy and Theory*, 43(8), 816-837.
- Lederman, N.G., bd-El-Khalick, F., Bell, R.L. & Schwartz. R.S. (2002). Views of nature of science questionnaire: Toward valid and meaningful assessment of learners' conceptions of nature of science. *Journal of Research in Teaching Science*, 39(6), 497-521.
- Lee, W.O. (2008). The repositioning of high education from its expended visions: Lifelong learning, enterpreneurships, internalization and integration. *Educational Research for Policy and Practice*, 7(2), 73-83.
- Leune, J.M.G. (2007). *Verstandig onderwijsbeleid* [Sensible education policy]. Apeldoorn: Garant-Uitgevers.
- Leung, D.I.Y. & Kember, D. (2003). The relationship between approaches to learning and reflection upon practice. *Educational Psychology*, 23(1), 61-71.
- Lizzio, A., K. Wilson, and R. Simons. (2002). University students' perceptions of the learning environment and academic outcomes: Implications for theory and practice. *Studies in Higher Education*, 27(1), 27-52.
- Lovlie, L. & Standish, P. (2003). Introduction: Bildung and the idea of a liberal education.

- In: Lovlie, L., Mortensen, K.P. & Nordenbo, S.E. (Eds.) *Educating Humanity: Bildung in Postmodernity*. Cornwall: Blackwell Publishing, Ltd. p. 1-24.
- Mann, K., Gordon, J. & McLeod, A. (2009). Reflection and reflective practice in health professions education: A systematic review. *Advances in Health Sciences Education*, 14 (4), 595-621.
- Marton, F. & Saljo, R. (2005). Approaches to learning. In: Marton, F., Hounsell, D. & Entwistle, N., (Eds.) *The experience of learning: Implications for teaching and studying in higher education*. 3rd (Internet) edition (pp. 39-58). Edinburgh: University of Edinburgh, Centre for Teaching, Learning and Assessment.
- McNeil, H.P., Scicluna, H.A., Boyle, P., Grimm, M.C., Gibson, K.A. & Jones, P.D. (2012). Successful development of generic capabilities in an undergraduate medical education program. *Higher Education Research and Development*, 31(4), 525-539.
- Meijers, A.W.M., Overveld, C.W.A.M. van, & Perrenet, J.C. (2003). *Academic Criteria for Bachelor and Master Curricula*. Eindhoven: Technische Universiteit Eindhoven.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.
- Mezirow, J. (2003). Transformative learning as discourse. *Journal of Transformative Education*, 1, 58-63.
- Ministry of Education, Culture and Science. (1992). *Dutch Higher Education and Scientific Research Act*. The Hague: Ministry of Education, Culture and Science.
- MINOCW (2010). *Accreditatiebesluit van de Wet op het hoger onderwijs en wetenschappelijk onderzoek* [Accreditation Order on the Higher Education and Scientific Research Act]. 14 October 2010. Den Haag: Ministerie van Onderwijs, Cultuur en Wetenschap.
- MINOCW (2015) *Strategische Agenda Hoger Onderwijs 2015-2025*. Den Haag: Ministerie van Onderwijs, Cultuur en Wetenschap.
- Mokken R.J. (1971). *A theory and procedure of scale analysis*. Berlin: De Gruyter.
- Moreau, M & Leathwood, C. (2006). Graduates' employment and the discourse of employability: A critical analysis. *Journal of Education and Work*, 19, 305-324.
- Mulcahy, D.G. (2009). What should it mean to have a liberal education in the 21st century? *Curriculum Inquiry*, 39(3) 465-486.
- Newman, J.H. (1852). *The idea of a university*. Retrieved from <http://www.newmanreader.org/works/idea/index.html> at October 19th 2006.
- Noll, V.H. (1935). Measuring the scientific attitude. *Journal of Abnormal and Social Psychology*, 30(2), 145-154.
- Nordenbo, S.E. (2003). Bildung and the thinking of Bildung. In: Lovlie, L., Mortensen, K.P. & Nordenbo, S.E. (Eds.) *Educating Humanity: Bildung in Postmodernity*. Cornwall: Blackwell Publishing, Ltd. p. 25-36.
- Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric Theory*. 3rd Edition (p. 264-265). New York NY: McGraw-Hill, Inc.
- Nussbaum, M.C. (1997). *Cultivating humanity. A classical defense of reform in liberal education*. Cambridge, MA. Harvard University Press.
- NVAO (2010). *Beoordelingskaders ten behoeve van het accreditatiestelsel*. [Assessment frameworks on behalf of the accreditation system. 21 October 2010. Den Haag: NVAO.
- O'Brien, K. M., Malone, M. E., Schmidt, C. K., & Lucas, M. S. (1998, August). *Research self efficacy: Improvements in instrumentation*. Poster session presented at the annual conference of the American Psychological Association, San Francisco.
- Paris, S.G. & Newman, R.S. (1990). Developmental aspects of self-regulated learning. *Educational Psychologist*, 25(1), 87-102.
- Pascarella, E.T. (2006). How college affects students: Ten directions for future research.

- Journal of College Student Development*, 47(5), 508-520.
- Pascarella, E.T. & Terenzini, P.T. (2005). *How college affects students*. San Fransisco: Jossey-Bass.
- Perry, W.G. (1970). *Forms of Intellectual and Ethical Development in the College Years: A scheme*. New York [etc.]: Holt, Rinehart and Winston.
- Peters, R.S. (1975). Education and human development. In: Dearden, R.F., Hirst, P.H. & Peters, R.S. [eds]. *Education and Reason* 3. (p. 111-130). London: Routledge & Kegan Paul.
- Phan, H.P. (2006). Predicting change in epistemological beliefs, reflective thinking and learning styles: A longitudinal study. *British Journal of Educational Psychology*, 78, 75-93.
- Philips, D.C. (2010). What is Philosophy of Education? In: Bailey, R., Barrow, R., Carr, D. & McCarthy, C. *The SAGE Handbook of Philosophy of Education*. (p. 3-19). London: SAGE Publications Ltd.
- Pintrich, P.R. (2000). The role of goal orientation in self-regulated learning. In: Boekaerts, M., Pintrich, P.R. & Zeidner, M. (Eds.), *Handbook of self-regulation* (pp. 451-502). San Diego, CA: Academic Press
- Pintrich, P.R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385-407.
- Pintrich, P.R., Smith, D.A.F., Garcia, T. & McKeachie, W.J. (1991). *A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ)*. Ann Arbor, MI: National Center for Research to Improve Postsecondary Teaching and Learning.
- Portelli, J.P. & Menashy, F. (2010). Individual and Community Aims in Education. In: Bailey, R., Barrow, R., Carr, D. & McCarthy, C. *The SAGE Handbook of Philosophy of Education*, (p. 415-433). London: SAGE Publications Ltd.
- Pratt, J. (1997). *The polytechnic experiment 1965-1992*. Buckingham: The Society for Research into Higher Education & Open University Press.
- Procee, H. (2001). Competenties en onderwijs: een conceptuele analyse. [Competences and education: A conceptual analysis]. *Tijdschrift voor Hoger Onderwijs*, 19 (4), 242-253.
- Procee, H. (2006). Reflection in education: A Kantian epistemology. *Educational Theory*, 56 (3), 237-253.
- Quality Assurance Agency for Higher Education. (2010). *Master's degree characteristics*. www.qaa.ac.uk accessed at June 16th 2015.
- Rest, J., Narvaez, D., Thoma, S.J. & Bebau, M.J. (1999). DIT2: Devising and testing a revised instrument of moral judgment. *Journal of Educational Psychology*, 91, 644-659.
- Rest, J.R. (1975). Longitudinal study of Defining Issues Test of moral judgment. Strategy for analyzing developmental change. *Developmental Psychology*, 11(6), 738-748.
- Rest, J.R., Narvaez, D., Thoma, S.J. & Bebeau, M.J. (2000). A neo-Kohlbergian approach to morality research. *Journal of Moral Education*, 29(4), 381-395.
- Rijst, R. van der. (2009). *The research-teaching nexus in the sciences. Scientific research dispositions and teaching practice*. Leiden: ICLON.
- Robely, W., Whittle, S. & Murdoch-Eaton, D. 2005. Mapping generic skills curricula: Outcomes and discussion. *Journal of Further and Higher Education*, 29(4), 321-330.
- Rossum, E.J. van, & Hamer, R. (2010). *The meaning of learning and knowledge*. Rotterdam: Sense Publishers.
- Schermelleh-Engel, K., Moosbrugger, H. & Müller, H. (2003). Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measurements. *Methods of Psychological Research Online*, 8(2), 23-74.
- Schneider, C.G. (2004). Practicing liberal education: Formative themes in the reinvention

- of liberal learning. *Liberal Education*, 90, 6-11.
- Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books, Inc., Publishers.
- Schön, D. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Schunk, D.H. (2005). Self-regulated learning: The educational legacy of Paul R. Pintrich. *Educational Psychologist*, 40 (2), 85-94.
- Schuyt, C. (2011). Academische vorming vergt meer studie. *Socialisme & Democratie*, 7/8, 58-66.
- Scott, P. (2003). Challenges to academic values and the organization of academic work in a time of globalization. *Higher Education in Europe*, 28(3), 295-306.
- Shelton, C. M., & McAdams, D. P. (1990). In search of an everyday morality: The development of a measure. *Adolescence*, 25, 923-943.
- Star, C. & Hammer, S. (2008). Teaching generic skills: Eroding the higher purpose of universities, or an opportunity for renewal? *Oxford Review of Education*, 34(2), 237-251.
- Steur, J.M., Jansen, E.P.W.A. & Hofman, W.H.A. (2010). *Graduateness: A theoretical framework*. University Centre for Learning and Teaching's Internal report.
- Steur, J.M., Jansen, E.P.W.A. & Hofman, W.H.A. (2011). Exploration of instruments measuring concepts of graduateness in a research university context. *Educational Research Quarterly*, 34(4), 45-68.
- Steur, J., Jansen, E. & Hofman, W. (2012). Graduateness: An empirical examination of the formative function of university education. *Higher Education*, 64(6), 861-874.
- Steur, J., Jansen, E. & Hofman, W. (in press). Towards graduateness: exploring academic intellectual development in university master's students. *Educational Research and Evaluation*.
- Stevenson, J. (2003). The implications of learning theory for the idea of general knowledge. *Journal of Vocational Education & Training*, 55(2), 241-253.
- Stokking, K., Schaaf, M. van der, Jaspers, J. & Erkens, G. (2004). Teachers' assessment of students' research skills. *British Educational Research Journal*, 30(1), 93-116.
- Stoof, A., Martens, R.L., Merriënboer, J.J.G., & Bastiaens, T.J. (2002). The boundary approach of competence: A constructivist aid for understanding and using the concept of competence. *Human Resource Development Review*, 1(3), 345-365.
- Sutphen, M. & De Lange, T. (2015). What is formation? A conceptual discussion. *Higher Education Research & Development*, 34(2), 411-419.
- Tariq, V.N., Scott, E.M., Cochrane, A.C., Lee, M. and Ryles, L. (2004). Auditing and mapping key skills within university curricula. *Quality Assurance in Education*, 12(2), 70-81.
- Thoma, S.J. (2014). Measuring moral thinking from a neo-Kohlbergian perspective. *Theory and Research in Education*, 12, 347-365.
- Tight, M. (1998). Lifelong learning: Opportunity or compulsion? *British Journal of Educational Studies*, 46(3), 251-263.
- Uljens, M. (2003). The idea of a universal theory of education. An impossible but necessary project? In: Lovlie, L., Mortensen, K.P. & Nordenbo, S.E. (Eds.) *Educating Humanity: Bildung in Postmodernity*. (p. 37-59). Cornwall: Blackwell Publishing, Ltd.
- UNESCO. (1998). *World declaration on higher education for the twenty-first century: vision and action*. www.unesco.org/education/educprog/wche/declaration_eng.htm Accessed at 29 June 2010.
- Vaatstra, R. & Vries, R. de, (2007). The effect of the learning environment on competences and training for the workplace according to graduates. *Higher Education*, 53, 335-357.
- Verbrugge, A. (2014). Een vormende universiteit op lokaal niveau. [A formative

- university locally]. *NRC Handelsblad*, 31 mei 2014.
- Verbrugge, A. (2015). Het draait allemaal om de toffe leraar. [It is all about the smooth teacher]. *NRC.NEXT*, 7 March 2015.
- Vijver, F. van der & Hambleton, R.K. (1996). Translating tests: Some practical guidelines. *European Psychologist*, 2(2), 89-99.
- Visser-Wijnveen, G. (2009). *The research-teaching nexus in the humanities. variations among academics*. Leiden: ICLON.
- Vodopivec, I., Vulaklija, A., Hrabak M., Kresimir Lukic, I., Marusic, A. & Marusic, M. (2002). Knowledge about and attitude towards science of first year medical students. *Croatian Medical Journal*, 43(1), 56-62.
- Vught, F.A. van. (1997). Academische vorming: over experts en intellectuelen [Graduatness: on experts and intellectuals]. *Liberaal Reveil*, 38, 254-258.
- Wheelahan, L. (2003). *Recognition of prior learning and the problem of 'graduateness'*. Paper presented at the sixth Australian VET Research Association Conference, Sydney, Australia, 9 – 11 April 2003.
- Willbergh, I. (2015). The problem of 'competence' and alternatives from the Scandinavian perspective of Bildung. *Journal of Curriculum Studies*, 47 (3), 334-354.
- Willison, J. & O'Regan, K. (2007). Commonly known, commonly not known, totally unknown: a framework for students becoming researchers. *Higher Education Research & Development*, 26, 393-409, DOI: 10.1080/07294360701658609.
- Willison, J. & O'Regan, K. (2008). *The Researcher Skill Development Framework*. Accessed from <http://www.adelaide.edu.au/rsd2/framework/rsd7/> at June 3rd 2015.
- Wimmer, M. (2003). Ruins of Bildung in a knowledge society: Commenting on the debate about the future of Bildung. *Educational Philosophy and Theory*, 35(2), 167-187.
- Yorke, M. & Harvey, L. (2005). Graduate attributes and their development. *New directions for institutional research*, 128, 41-58.
- Yperen, N. W. van & Diderich, M.C. (1998). *De knikkers of het spel? Verschillen tussen werknemers in doelorientatie, attributies van succes en motivatie*. [Is it winning that counts or taking part? Differences in goal orientation, attributes of success and motivation for employees.] *Nederlands Tijdschrift voor de Psychologie*, 53, 76-84.